

Navy Declassification/Release Instructions on File

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PRESIDENT, NAVAL WAR COLLEGE

CONVOCATION ADDRESS

30 August 1973

You members of the class of 1974 have all come from operational or managerial assignments. You may well be asking yourselves, why am I being sent to this year of academic endeavor. Let me try to answer that question by saying that you have been identified by your seniors as candidates for positions of greater responsibility in the future.

But what did your seniors expect to achieve by sending you here? Uppermost is the enhancement of your capabilities to make sound decisions. That is not to say that you have not been making sound decisions in the past - I'm quite confident that you have. Rather I am saying that the difficulties of decision making grow rapidly as you rise to more and more responsible positions. The problems being addressed are broader in scope and involve many more uncertainties.

I believe that it is particularly appropriate today to emphasize decision making midst uncertainty as opposed to providing contemporary data. We in the military are in the midst of dramatic changes in public attitudes toward the need for military force, and toward our competence as managers of vast sums of public money. In addition, the fast-moving world of technology is having a major impact on how we may use military forces in the future. Old cliches and outmoded patterns of thinking simply will not do today. Thus you are here to think out for yourselves imaginative approaches to formation of our strategy, our managerial processes and our tactics. You are here because deeper, more critical thinking in these areas is essential to our continued national security.

For instance, are you able today to convincingly defend our purpose for having a military force to people who do not understand why such force is necessary in an era of detente. Certainly you cannot get away with the old rationale of "containment".

Our Strategy and Policy curriculum at the Naval War College probes into questions like this through selected historical case studies. It involves you in national and military decisions made over the past 2400 years. In using this approach we are harking back to the tradition of the founder of this College, Admiral Stephen B. Luce, and his successor, Admiral Alfred Thayer Mahan. We here have listened to one of Admiral Luce's admonitions, "Thucydides, an admiral of the Athenian Navy," said Luce, "was the best naval historian of antiquity. His works should be read by every naval student today." You will have the opportunity to follow the Admiral's advice. Ask yourself when reading Thucydides, why did the leaders of Athens, a sea power, elect to send a military expedition overseas to Sicily where it became bogged down for a much longer time than anticipated and to the dismay of the citizens at home? Surely you will draw interesting analogies to recent times.

A second area of decisions that we face today involve the allocation of scarce resources between competing military and civilian priorities. The days are past when near unanimous public concern with a menacing, seemingly monolithic, enemy ensured a generous share of the Gross National Product for National Defense. At the same time, we must now compete for our manpower with civilian occupations without benefit of the draft. This, combined with the cultural changes taking place in American society, make it mandatory that we reexamine the psychological and sociological aspects of our personnel management and leadership techniques. Our Defense Economics and Decision Making curriculum here at the War College looks at some of the techniques for problem solving in these areas and at case studies of both past and hypothetical decisions on these issues of resource allocation. You will have your chance to second guess others who have wrestled in this arena.

Finally, there are the decisions that we face today involving the employment of Naval Forces. The United States Navy emerged from World War II as an armada without peer anywhere in the world. We have enjoyed almost thirty years of numerical supremacy on the seas. Today, the advent of a new power on the high seas combined with the rapid rate of technological change, place demands on naval officers to increase the efficiency with which we employ our forces both in peace-

time operations and in time of conflict.

Our Naval Tactics course here harkens back to the War College of the 1920's and 1930's when Tactics and the famous war game checkerboard were the core of the curriculum. Again using case studies, largely hypothetical, since technology has outmoded historical examples, our Tactics course will encourage you to probe for the multitude of considerations that today's tactical commanders must take into account.

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Second, course content is secondary. There are a lot of subjects and reams of factual material that cannot be covered. Do not let that bother you. We are playing for the long run, preparing you for those top positions to which you will rise, not simply training you for your next tour of duty. We can, in ten months, only introduce you to the subjects that we cover here. You will have to continue your education on your own in the future.

The rewards for full participation here can be great. First, and foremost there is a chance for you to improve your potential for service to your country. Next, there is a chance to be identified to your peers and to your seniors as a leading thinker in our profession. Also, and not to be overlooked, there is a great chance to have fun, for you are free of operational or managerial responsibilities - free to ask those unaskable questions you always wanted to ask - free to make this year as stimulating and challenging as you want. I encourage you to open new avenues of thinking. You can do that only if you take to heart these additional words of Stephen Luce:

"Let officers who have completed their terms of sea-service in their respective grades, come here for a course of study, not for discussion, but for study."

We are not here for discussion or swapping of sea stories, We are here to stretch our minds, to study seriously and to probe deeply. Our rewards will come in direct proportion to our combined efforts.

In closing, you may be sure that it shall be my object and that of the members of the Faculty and Staff to facilitate your work in every way and to render your stay as profitable as possible. Welcome to Newport and to the Naval War College. Please take a walk around with your families, and look the entire place over. We are very proud of our campus. Again, Welcome on board.

PROPOSED CONVOCATION ADDRESS

8/29

Secretary Middendorf, honored guests, Naval War College Foundation Members, Officers and ladies of the Class of 1974. It gives me great pleasure to welcome the 451 members of the Class of 1974 to the Naval War College this morning.

It is also a great pleasure to have with us today to bring you greetings from the top of the Navy, the Honorable J. William Middendorf, II, Undersecretary of the Navy. Not only is Mr. Middendorf a longtime friend of the Navy and a neighbor from Little Compton, Rhode Island, but his background and experience makes him especially well suited to comment on the challenges facing today's military and the role for which the military officer should be preparing himself.

He brings to us the perspectives of a business executive; of a diplomat, having recently returned from serving as United States Ambassador to the Netherlands; and now of the Under Secretary of the Navy. With this background he is certainly sensitive to the problems and the opportunities the military faces today. We are fortunate to have him with us to start this new Academic Year.

Mr. Middendorf, welcome to our Second Convocation and may I present to you the Naval War College class of 1974.

MR. MIDDENDORF'S TALK

Mr. Middendorf thank you for those thought provoking words / words which should set the tenor / of our ten months of academic work that lies ahead. / With your permission, I should also like to address a few words / to this Class of 1974 / You members of this class / have all come from operational or managerial assignments. / You may well be asking yourselves / why am I being sent to this academic institution? / Let me try to answer that question / by saying that you were carefully picked / by your Service or Department / to attend the Naval War College / because you have already demonstrated superior performance. / You have been identified by your seniors / as candidates for positions of greater responsibility in the future. /

But what did your seniors expect / to achieve by sending you here? / Uppermost is the enhancement / of your capabilities to make sound decisions. / That is not to say that you have not been making / sound decisions in the past / I'm quite confident that you have. / Rather I am saying that / the difficulties of decision making grow rapidly / as you rise to more and more responsible positions. / The problems being addressed are broader in scope / and involve many more uncertainties. / The thrust of the course / here at the War College is thus to develop / with you certain principles / not rules, / that when logically applied / will assist in making sound decisions / under conditions of uncertainty. /

The question is how should decision making amidst uncertainty be taught? / There are lots of ways / We have selected the approach of studying how decision makers did it in the past. / We study some decision makers with what look like good batting averages / and some not so good. / This approach is least likely to result / in a single, pat formula for success. / Rather, it will highlight those key factors / which influenced past decision makers / and it will prompt us to look at what made them react / in the way that they did. / It will put you, the student, / in the shoes of those past decision makers. / Hopefully, wrestling with their dilemmas / will be good practice, free of consequences. /

I believe that it is particularly appropriate today / to emphasize the process of decision making / as opposed to providing contemporary data. / We in the military are in the midst of dramatic changes / in public attitudes toward the need for military force, / and toward our competence as managers / of vast sums of public money. / In addition, / the fast-moving world of technology / is having a major impact on how / we may use military forces in the future. / Old cliches and outmoded patterns of thinking / simply will not do today. / Thus you are here to think out for yourselves / imaginative approaches to formation of our strategy, / our managerial processes / and our tactics. You are here because deeper, / more critical thinking in these areas / is essential to our continued national security. /

For instance, are you able today to convincingly defend
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understand why such force is necessary in an era of detente?
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In using this approach we are
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A second area of decisions that we face today involve the
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public concern with a menacing, seemingly monolithic, enemy
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and Decision Making curriculum here at the War College/ looks
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at case studies of both past/and /hypothetical decisions on
these issues./ You will have your chance to second guess/others
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Finally, there are the decisions that we face today/involving
the employment of Naval Forces./ The United States Navy emerged
from World War II/as an armada without peer anywhere in the
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Today, the advent of a new power on the high seas/combined with
the rapid rate of technological change,/place demands on naval
officers to increase the efficiency/with which we employ our
forces/both in peacetime operations/and in time of conflict./

Our Naval Tactics course harkens back/to the War College
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Second, course content is secondary./ There are a lot of subjects/and reams of factual material that cannot be covered./ Do not let that bother you./ We are playing for the long run,/ preparing you for those top positions/to which you will rise,/ not simply training you for your next tour of duty./ We can, in ten months,/only introduce you to the subjects that we cover here./ You will have to continue to explore/on your own in the future./

The rewards for full participation here/ can be great./ First, and foremost there is a chance/for you to improve your potential/for service to your country./ Next, there is a chance to be identified/to your peers and to your seniors/as a leading thinker in our profession./ Also, and not to be overlooked,/ there is a great chance to have fun,/ for you are free of operational or managerial responsibilities/- free to ask those

~~unasked questions you always wanted to ask~~ ~~Approved For Release 2001/09/05 : CIA-RDP80B01554R003500380001-6~~ make this year as stimulating and challenging as you want. / I encourage you to open new avenues of thinking. / You can do that only if you take to heart / these additional words of Stephen Luce: /

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Before closing this Convocation, / I would also encourage all you wives of this year's class / to seek this same kind of academic opportunity and stimulation. / You have the unique chance / in our special courses for wives, / to share in the same intellectual experiences as your spouses. / In addition, there are other special programs. / We will discuss these in detail / at the Wives Presentation and Welcoming Tea next Thursday. /

In closing, / you may be sure that it shall be my object / and that of the members of the Faculty and Staff / to facilitate your work in every way / and to render your stay as profitable as possible. Welcome to Newport / and to the Naval War College. / Please take a walk around with your families / and look the entire place over. / We are very

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7

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**THE UNITED STATES NAVAL WAR COLLEGE
NEWPORT R.I.**

**ACADEMIC CONVOCATION
NINETIETH CLASS**



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PROGRAM

- 1020 - Guests are seated
- 1030 - PARADE THE COLORS
 - Academic Procession
 - NATIONAL ANTHEM
 - INVOCATION
 - REMARKS
 - Honorable J. William Middendorf, II
 - Under Secretary of the Navy
 - ADDRESS - President, Naval War College
 - Academic Recession
- 1130 - Open House

MUSIC BY NAVY BAND NEWPORT

PRESIDENT AND STAFF

VAdm. Stansfield Turner

LCdr. G. Clark
Ens. K.L. Corrigan
Cdr. J.A. Garrow
Cdr. C.C. Pease
Prof. F.H. Hartmann

Prof. R.D. Williams
LCdr. J.R. Riess
Cdr. G.E. Thibault
Ens. R.L. Thompson

DEPUTY AND STAFF

RAdm. C.S. Williams

Cdr. J.M. Langford
Cdr. P.L. Merwin

LCdr. D.L. Schneider
Cdr. R.R. Terry

FACULTY

DEPARTMENT OF STRATEGY

Prof. P.A. Crowl
Prof. J. Bunting, III
Prof. R.F. Delaney
Capt. W.W. Erikson
Prof. W.B. Fowler
LCol. D.L. Frederick, USAF
Prof. A.V. Freeman
Col. J.A.R. Guertin, USA
Prof. F.H. Hartmann
Cdr. J.A. Hickey
Ens. D.V. Hicks

Col. J.B. Keeley, USA
LCol. F.A. Mathews, USMC
Prof. J.K. McDonald
Prof. R. Megargee
Col. W.P.C. Morgenthau, USMC
Cdr. C.H. Nordhill
Prof. D.B. Ralston
Prof. S.T. Ross
LCdr. B.M. Simpson, III
Lt.(j.g.) C.L. Symonds

DEPARTMENT OF MANAGEMENT

Prof. W.B. Rogers
LCol. J.T. Abell, USAF
Capt. H.D. Barker
Prof. G.F. Brown, Jr.
Cdr. J.L. Carenza
Capt. A.H. Cornell
LCol. E.L. Gallup, Jr., USA
LCdr. M.W. Gavlak
Cdr. C.P. Hammon
LCol. J. Hogan, USA
Col. L.W. Jackley, USA
Capt. C. Lewis
Prof. R. Lloyd

Cdr. W.A. Peters, SC
Cdr. D.J. Moss
LCol. J.W. Richards, USAF
Col. P. Robertson, USMC
Prof. C.P. Shirkey
Cdr. J.W. Speer, SC
Ens. G.H. Taylor
Cdr. W.E. Turcotte
Cdr. S.G. Underhill
Cdr. J.M. Webster
Prof. F.J. West, Jr.
Capt. J.E. Wilson
Ens. F. York

DEPARTMENT OF TACTICS

Capt. E.C. Kenyon	Capt. R.L. Huth
Capt. W. Abromitis	Cdr. R.C. Kemper
LCol. K.W. Andrus, USMC	Cdr. L.E. Krekel
Capt. R.H. Barker	Cdr. D.R. Maher
Capt. R.B. Bathurst	Cdr. R.D. McKay
Cdr. W. Carson	Capt. C.K. Moore
LCol. G.J. Collins, USAF	Cdr. Z.L. Newcomb
Capt. R.B. Connelly	Cdr. C.P. Pfarrer, Jr.
Capt. T.R. Cotten, Jr.	Capt. W. Ramsey
Cdr. J.R. Devereaux	Prof. F.E. Shoup, III
Cdr. L.T. Furey	Capt. H.W. Smevog
Cdr. J.V. Hall	LCdr. H.D. Sturr
LCol. J.H. Higgins, USMC	Prof. R.D. Williams
Capt. C.C. Hobdy, USCG	

DEPARTMENT OF ADVANCED RESEARCH

Prof. J.E. King	Cdr. W.R. Pettyjohn
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COLLEGE OF NAVAL WARFARE

Col. R.D. Slay, USMC	Cdr. R.V. Hansen
Cdr. P.C. Donovan	

COLLEGE OF NAVAL COMMAND AND STAFF

Capt. Troy E. Stone	LCdr. R.C. O'Brien
Cdr. H.E. Christenson	LCol. R.C. Pietsch, USA
Cdr. J.H. Graham	

NAVAL COMMAND COLLEGE

Capt. C.O. Borgstrom, Jr.	Cdr. R.J. Lamoreaux
Ens. J.H. Asthalter	Cdr. W.K. Mallinson
LCol. D.C. Escalera, USMC	Cdr. J.E. Tarlton
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Lieutenant Commander Carlos J.F.M. Queiroz, Portuguese Navy
Lieutenant Commander Carlos Gonzalez Cela, Spanish Navy
Lieutenant Commander Vinyan Santivisat, Royal Thai Navy
Lieutenant Commander Üntay Kozak, Turkish Navy
Lieutenant Commander H. Ward Clark, Jr., United States Navy
Lieutenant Nguyen Van Thang, Vietnamese Navy

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**VICE ADMIRAL STANSFIELD TURNER
UNITED STATES NAVY**

Vice Admiral Stansfield Turner is a native of Highland Park, Illinois. Following graduation from Highland Park High School in 1941, he entered Amherst College at Amherst, Massachusetts. In June of 1943 he transferred to the U.S. Naval Academy at Annapolis, Maryland. He played football as a midshipman. At graduation in June 1946, he was the Commander of the Brigade of Midshipmen. After serving at sea for a year, he was appointed a Rhodes Scholar and entered Oxford University in September 1947. His studies in philosophy, political science, and economics there led to a Masters Degree.

Returning to sea in 1950, he served in destroyers in both the Atlantic and Pacific. As a result of his service in the Korean Theater, he was awarded the Navy Commendation Medal. From 1954 to 1956 he served ashore in the Politico-Military Policy Division in the Office of the Chief of Naval Operations. His first sea command was USS *Conquest* (MSO 488) an ocean minesweeper in the Pacific from 1956 to 1958. He next reported to Pearl Harbor for duty on the staff of the Commander-in-Chief Pacific (CINCPAC). In 1960 he returned to sea as executive officer of USS *Morton* (DD 948). In May 1962 he took command of the destroyer USS *Rowan* (DD 782) during the nuclear weapons tests at Christmas Island.

VADM Turner was next assigned to the Office of the Assistant Secretary of Defense (Systems Analysis) where he was a systems analyst reviewing Navy force level requirements. He attended the Advanced Management Program at the Harvard Business School in the spring of 1966 and reported in August to the San Francisco Bay Naval Shipyard as Prospective Commanding Officer of the guided missile frigate USS *Horne* (DLG 30). On 15 April 1967, *Horne* was commissioned and joined the Pacific Fleet, and subsequently deployed to the Gulf of Tonkin for operations with Task-Force 77. He was awarded a Bronze Star Medal for service in combat operations in *Horne*. Following this tour he served for two years as Executive Assistant and Naval Aide to the Secretary of the Navy, and was awarded the Legion of Merit upon completion of that tour.

He was selected for promotion to Rear Admiral in May 1970 and assumed command of Cruiser-Destroyer Flotilla EIGHT and of a Carrier Task Group of the Sixth Fleet on 25 September 1970 aboard USS *Independence* at sea in the Mediterranean. He served in these capacities until March 1971. In April 1971 he became Director of the Systems Analysis Division of the Office of the Chief of Naval Operations.

On 1 February 1972 the Senate confirmed his nomination for appointment to the grade of Vice Admiral and assignment as the President, Naval War College, Newport, Rhode Island. He became the College's 36th President on 30 June 1972. Vice Admiral Turner is the youngest flag officer and only Rhodes Scholar ever to assume the presidency of the Navy's senior graduate level educational institution.

Vice Admiral Turner and his wife, Patricia, have two children. Their daughter, Laurel, and her husband, Frank G. Echevarria, live in San Diego. Their son, Geoffrey, and his wife, Roberta, are residing in Texas where Ensign Turner is completing his training in jet aircraft.

THE ACADEMIC PROCESSION AND REGALIA

For centuries, institutions of higher learning have dignified their ceremonies with an academic procession, a custom descending from the clerical procession. The procession is led by a marshal or chief marshal, followed by the academicians or faculty, each attired in the robes prescribed for his degree. Distinguished visitors and delegates follow the faculty, and last in the procession comes the president of the institution.

Each member of an academic procession ordinarily wears a cap, gown, and hood denoting his degree and discipline, and the institution awarding it.

The cap, which need not be worn, normally is an Oxford type mortarboard. The tassel may be uniformly black or a color denoting discipline at the option of a university. Gold tassels are reserved for doctors and governing officials.

Bachelors' gowns are relatively simple, falling in straight lines from an elaborate yoke and having pointed sleeves. Masters' gowns are slightly more elaborate and fasten about the wrist. The Doctor's gown is marked by velvet panels down the front and around the neck, as well as by three bars of the same material on the bell-shaped sleeves. It is cut more fully and may be ornamented.

The hood worn is three feet in length for Bachelors, three and one-half feet for Masters, and four feet for Doctorates with velvet trimming of two, three, and five inches in width respectively. The colors of this trim identify the discipline in which the degree was awarded. The colors and pattern of the exposed central hood lining distinguish the school which granted the degree. These patterns range from single colors through chevrons and stripes to tartans.

Today, the academic procession opening the Naval War College's 1973-74 scholastic year signifies the blending of the academic and the military at this distinguished institution, the oldest War College in the United States and the oldest Naval War College in the world.



COAT OF ARMS

The trident rising from the waves symbolizes mastery of maritime activities. The three tines of the trident allude to the requirement for the fundamental knowledge of strategy, tactics and logistics necessary to an increased understanding of naval warfare. The helmsman's wheel alludes to the objectives of the Naval War College and the laurel wreath which encircles the wheel symbolizes accomplishment of the mission.

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